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ABSTRACT

THIS STUDY SOUGHT STUDENT APPRAISALS OF SUBJECT MATTER AND ADMINISTRATIVE PROCEDURES IN STATE UNIVERSITY OF NEW YORK (SUNY) CORRESPONDENCE COURSES. QUESTIONNAIRES WERE SENT TO 90 PERSONS; 90 RESPONDED. HALF THE RESPONDENTS WERE AGED 21-44; 66% WERE WOMEN. MOST RESPONDENTS (84%) HAD SOME COLLEGE BACKGROUND, BUT FAR MORE MEN THAN WOMEN HAD TAKEN GRADUATE WORK. THE MEN WERE MORE ENTHUSIASTIC THAN THE WOMEN ABOUT THE EFFECTIVENESS OF OVERALL COURSE CONTENT AND OF THE CORRESPONDENCE METHOD. STUDENTS GENERALLY SPOKE WELL OF COURSE CONTENT, INSTRUCTIONAL MATERIALS, AND OTHER ASPECTS OF THEIR CORRESPONDENCE COURSE EXPERIENCES. HOWEVER, MAJOR DRAWBACKS WERE NOTED: (1) CAMPUS ADMINISTRATORS' MINIMAL EFFORTS TO COMMUNICATE WITH THE STUDENTS; (2) MANY INSTANCES OF LONG DELAYS IN DELIVERING COURSE MATERIALS TO ENROLLEES AND IN GETTING LESSONS CORRECTED AND RETURNED; (3) THE LARGE NUMBER OF STUDENTS FOR WHOM INSTRUCTORS' COMMENTS ON EVALUATED ASSIGNMENTS WERE OF LITTLE HELP. A LARGE MINORITY OF STUDENTS WANTED TWO CR MORE SUPERVISED EXAMINATIONS INCLUDED; A LIKE NUMBER FELT THAT TOO MUCH WRITING WAS REQUIRED IN PREPARING LESSONS. (AUTHOR/LY)

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Reaction of SUNY Students Toward Independent Study Courses

December, 1969

Donald Harter

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"Reaction of SUNY Students Toward
Independent Study Courses."

The following brief is presented as a preview of the findings.

Purpose

The purpose of this study was to obtain a student appraisal of the subject matter and administrative procedures associated with State University of New York (SUNY) independent study courses. The findings were desired to develop methods of improving program effectiveness.

Design of the Study

A questionnaire was mailed to a population of 134 students who successfully had completed at least one SUNY independent study course. Students who had completed several courses were asked to select only one course as a frame of reference in answering the questions. After mailing follow-up letters to all 134 individuals, a 67 per cent response level (90 questionnaires) was obtained.

The time period covered in the study started with the date campuses first began enrolling students in SUNY correspondence courses to June 30, 1969. For the 134 students who completed courses during this time period, the grade distribution was: 38 per cent A's; 42 per cent B's; and 20 per cent C's. No failing grades were recorded; it took the 134 students an average of 7.9 months to complete their courses.

Assumptions of the Study

It was assumed that the study's respondents were fairly representative of the population of SUNY students who have successfully completed correspondence courses. Although it has not been determined whether "success bias" affected the study's findings, it was recognized that the enrollees' answers may have had a favorable orientation because of their successful experiences. Nevertheless, it was thought

that the findings could serve as a valid basis for developing methods of improving program effectiveness.

Main Findings

1. Most of the respondents (69%) received no communications from the campus--excluding written assignments--to encourage them in their study; a majority (53%) gave either fair or poor ratings to the communications effort made by campus administrators.

2. About three-fourths (74%) of the students reported receiving their course materials within 24 days after initial enrollment; however, a sizable minority (26%) said it took 28 days or longer for their materials to arrive.

3. Although 77 per cent of the respondents said that their lessons usually were corrected and returned within 20 days, the remaining 23 per cent reported that it took 21 days or longer to have lessons returned.

4. Although most students (56%) felt that one supervised examination per course was sufficient, a substantial minority (44%) felt that each correspondence course should include two or more examinations.

5. Four out of every five students (80%) gave highly favorable ratings to the study guides and textbooks used in their courses; a smaller percentage (68%) gave favorable ratings to the "other study materials" which were used.

6. The overwhelming majority (91%) of the respondents gave highly favorable ratings to the overall content of the course they had taken; also, a large percentage (81%) strongly endorsed the effectiveness of the correspondence method of instruction.

7. Most students (81%) said that their assignments included sufficient questions of a thought-provoking nature. A sizable minority (25%), however, felt that too much writing was required in preparing lessons; also, that the instructor's comments on the evaluated assignments were of little help.

8. More than 90 per cent of the respondents said that adequate information was provided concerning procedures to register for and to begin their courses. The overwhelming majority (94%) indicated that their assignments were fairly evaluated.

9. A majority (52%) of the main reasons given for enrolling centered on the need to obtain academic credit. The breakdown of specific reasons was as follows: to satisfy a college degree requirement (22%); to obtain college credit (17%); desire for self-improvement (14%); to improve job or business competence (14%); and to satisfy a certification requirement (13%).

10. Important differences in the responses of men and women were limited to the following areas: (a) men were more enthusiastic about the effectiveness of the correspondence method of instruction; and (b) men gave stronger endorsement to the effectiveness of the overall content of their courses.

11. Most students (51%) were in the 21-40 age group; 66 per cent of the respondents were women and 34 per cent were men. The vast majority (84%) had some college experience; considerably more men than women had taken some graduate work.

Conclusions

1. On the whole, students place a highly favorable valuation on their correspondence study experiences; however, the following are major limiting factors which currently impede program effectiveness:

   a. The minimal effort presently being made by campus administrators to communicate with correspondence students.

   b. The considerable number of instances in which nearly three weeks or more elapse before lessons are corrected and returned.

   c. The sizable number of students for whom the instructor's comments on evaluated assignments are of little help.

   d. The large number of cases in which it usually takes more than four weeks before course materials are delivered to the enrollee.

2. A substantial minority of students would like two or more supervised examinations included in correspondence courses; an equivalent number would like to have the amount of writing reduced in the preparation of assignments.

3. Compared to those students who discontinue their work, this study's findings indicate that students who successfully complete correspondence courses tend to be older and to have more tangible goals.

Recommendations

For the most part, the following recommendations lend themselves to corrective action by campus administrators and instructors of correspondence courses:

1. Campus administrators should develop a systematic program to communicate with correspondence students so as to supplement the relationship between instructor and enrollee.

2. Corrective action should be taken to ensure that course materials are delivered and that corrected lessons are returned within a reasonable period of time.

3. Correspondence instructors should make every effort to ensure that their written comments on lessons will encourage enrollees rather than discourage them.

4. Consideration should be given to reducing the amount of writing required in preparing lessons, and to examining the supervised testing requirements for correspondence courses.

R E S U L T S

The characteristics of respondents initially will be described to provide insight into the interpretation of the findings; subsequently, data pertaining to student appraisal of the correspondence method, administrative procedures, and course content will be presented. The questionnaire used in the study is found in Appendix B.

Characteristics of Respondents

Age of Respondents

Of the 90 respondents, 66 per cent were women and 34 per cent were men (Table 1). A majority (51%) were in the 21-40 age group. Only 5 per cent were under 21 and 40 per cent were more than 40 years of age.

Table 1

"How old were you on your last birthday?"

	Total Respondents	Men	Women
	%	%	%
18-20	5	3	5
21-25	21	23	19
26-30	13	10	15
31-35	14	16	14
36-40	7	16	3
41 or older	40	32	44
Totals	100	100	100

Educational Level

All respondents had a high school education and the overwhelming majority (84%) had some college experience (Table 2). One-fourth (24%) had completed at least one graduate course;

a notable difference was found in that more than twice as many men had taken some graduate work.

Table 2

"What is the highest educational level you have attained?"

	Total Respondents	Men	Women
	%	%	%
High school	16	10	19
1 yr. college	13	16	12
2 yrs. college	36	26	40
4 yrs. college	11	10	12
1 or more grad. courses	24	38	17
Totals	100	100	100

Comparison With Other Research

A notable difference was found when this study's 90 respondents were compared with those in a recent study of 187 SUNY students who had discontinued correspondence study.[1*] Of those who discontinued, 26 per cent were over 40 years of age as compared to 40 per cent in the present study. These findings suggest that students who successfully complete correspondence work tend to be older than those who fail to do so.

Close agreement, however, was found in another area. In both studies, about one-fourth of the respondents had completed some graduate courses; both studies indicated that considerably more men than women had taken some graduate work.

1* Figures appearing in the text refer to publications listed by number under "End Notes" at the end of this report.

Reasons for Enrolling

Students usually have more than one reason for taking correspondence courses. Other research, however, has shown that respondents usually can indicate a main reason for enrolling from a list of alternatives.[2]

Main Reasons

As shown in Table 3, a majority (52%) of the main reasons reported by respondents involved a need (1) to satisfy a college degree requirement; (2) to obtain college credit; and (3) to satisfy a certification requirement. Other important reasons included the need for self-improvement; and the desire to improve job or business competence. From an overall viewpoint, differences in the responses of men and women were not considered appreciable.

Table 3

"What is the one main reason that you enrolled in this course?"

	Total Respondents	Men	Women
	%	%	%
College degree requirement	22	13	26
College credit needed	17	19	15
Self-improvement	14	13	15
Improve competence in my job or business	14	22	10
Certification purposes	13	13	14
Unable to take the course any other way	11	10	12
Some other reason	9	10	8
Totals	100	100	100

About one out of every ten respondents indicated that they were unable to take the course any other way except by correspondence; at face value, this appears to be a weak source of motivation to meet the self-discipline required in independent study (Table 3).

Of the total respondents, 9 per cent had other reasons for enrolling which were not listed among the alternatives. Among the "other reasons" reported were: (1) to aid in attaining a specific career goal; (2) to serve as a refresher course; and (3) to utilize the most convenient method of study available (Table 3).

Comparison With Other Research

The preceding results were compared with findings from recent research involving 187 students who had discontinued from SUNY correspondence courses.[3] Only 40 per cent of the main reasons for enrolling given by discontinued students centered on the need to obtain academic credit as opposed to 52 per cent of the reasons given by enrollees who had successfully completed courses.

The desire to obtain academic credit appears to be a clear and tangible goal. This observation is corroborated by a 1968 study of correspondence enrollments at the University of Nevada which indicated that students who enrolled to obtain college credit had the highest completion rate.[4] The findings of the present study, therefore, are not surprising because it seems likely that greater goal clarity might be associated with students who successfully completed.

Appraisal of Correspondence Method

Ratings Assigned

In general, respondents felt that the correspondence approach was an effective instructional method (Table 4). Compared to the women, men were somewhat more enthusiastic about taking courses via correspondence. Of the total respondents, 81 per cent rated the correspondence method as either excellent or good; 13 per cent assigned fair ratings; and 6 per cent rated it poor.

Table 4

"Regarding this course, how would you rate the effectiveness of the correspondence method of instruction?"

Rating Assigned	Total Respondents	Men	Women
	%	%	%
Excellent	41	48	37
Good	40	39	40
Fair	13	10	14
Poor	6	3	9
Totals	100	100	100

Reasons Given

In decreasing order, the following reasons were given most frequently by those respondents who assigned excellent or good ratings to the correspondence method:

1. The instructor's comments were helpful.
2. Study guide was well suited for correspondence study.
3. The textbook was quite good.
4. The opportunity to work at one's own pace was advantageous.

The following reasons were given most frequently by those enrollees who assigned fair or poor ratings: lack of contact with instructor; and the lack of opportunities for discussion with other students.

Appraisal of Course Content

The questionnaire contained six items relating to course content; the results are presented in Tables 5-9.

Overall Content

The overwhelming majority (91%) of the students gave highly favorable ratings to the overall content of the course (Table 5). Compared to the women, men were more likely to give excellent ratings. Only 9 per cent rated the overall content as fair.

Table 5

"How would you rate the effectiveness of the overall content of this course?"

Rating Assigned	Total Respondents	Men	Women
	%	%	%
Excellent	39	45	36
Good	52	48	54
Fair	9	7	10
Poor	0	0	0
Totals	100	100	100

Written Materials

The ratings given to the three kinds of written materials are shown in Table 6. On an overall basis, the highest ratings were assigned to the study guides; followed by the textbooks, and other study materials. Although most students gave favorable ratings to all three types of materials, it should be noted nearly one out of every five respondents were not enthusiastic.

Table 6

"How would you rate the effectiveness of the written materials used for this course?"

Rating Assigned	Study Guide	Textbook(s)	Other Study Materials
	%	%	%
Excellent	42	34	16
Good	39	49	52
Fair	17	15	16
Poor	2	2	16
Totals	100	100	100

Recommended Number of Examinations

Students were asked to express their opinion concerning the ideal number of supervised examinations which should be included in the course. Currently, each independent study course has at least one supervised examination.

A majority (56%) of the respondents recommended that only one examination should be included (Table 7). On the other hand, the data revealed that a sizable proportion (44%) felt that the course outcome should not be based on a single examination; this was considered an important finding. Differences in the responses of men and women were not considered notable.

Table 7

"What is the ideal number of supervised examinations which should be included in this course?"

	Total Respondents	Men	Women
	%	%	%
One	56	52	57
Two	30	29	31
Three or more	14	19	12
Totals	100	100	100

Amount of Writing Required

Other research has shown that correspondence students frequently complain about the amount of writing which assignments require.[5] Although 73 per cent of the respondents felt that the present requirements were reasonable, it is important to note that slightly more than one-fourth (27%) expressed dissatisfaction. No important differences in the responses of men and women were found (Table 8).

Table 8

"In your judgment, was too much writing required in the preparation of assignments?"

	Total Respondents	Men	Women
	%	%	%
No	73	68	75
Yes	27	32	25
Totals	100	100	100

Kind of Assignments Given

Enrollees were asked whether the assignments included sufficient questions of a thought-provoking nature--rather than questions requiring transfer of answers from the textbook or reference sources. The data presented in Table 9 reveal that the vast majority (81%) appeared to be satisfied with the questions. The differences in the responses of men and women were not appreciable.

Table 9

"Did the assignments include sufficient questions of a thought-provoking nature?"

	Total Respondents	Men	Women
	%	%	%
Yes	81	80	81
No	19	20	19
Totals	100	[illegible]	100

Appraisal of Administrative Procedures

Data relating to eight items dealing with a student appraisal of administrative procedures are shown in Tables 10-15.

Enrollment Procedures

Slightly more than 90 per cent of the respondents reported that adequate information was provided concerning the procedures to register for and to begin their courses (Table 10). These findings indicate that the present written instructions relating to enrollment procedures seem to be adequate.

Table 10

	Yes	No	Total
	%	%	%
Were you provided with sufficient information concerning procedures to register for the course?.....	91	9	100
Were you provided with sufficient information concerning procedures for beginning the course?.....	92	8	100

Teaching Approach

Although most respondents (75%) agreed that the instructor's comments on the corrected lessons were of considerable help, it should be noted that a sizable minority (25%) expressed disagreement (Table 11). A considerably larger proportion (94%) of enrollees indicated that their assignments were fairly evaluated.

Table 11

	Yes	No	Total
	%	%	%
Were the comments made by the instructor on the evaluated assignments of considerable help to you?	75	25	100
On the whole, do you believe your assignments were fairly evaluated?	94	6	100

Delivery of Course Materials

Just under three-fourths (74%) of the students received their course materials within 24 days after their initial enrollment (Table 12). For the remaining students (26%), it took 28 days or longer to receive the course materials; this is an excessive length of time and indicates a breakdown in administrative procedures.

Table 12

"Approximately how long--starting from the date of your initial enrollment--did it take to receive your course materials?"

Number of Days	Per Cent
7-10	8
14-17	43
21-24	23
28-31	7
35-38	0
42-45	8
49-52	1
56-59	3
63 or longer	7
Total	100

Return of Lessons

As shown in Table 13, over three-fourths (77%) of the students indicated that assignments usually were corrected and returned within 20 days. The remaining 23 per cent reported experiencing a great deal of difficulty in that it took 21 days or longer to have lessons returned.

This was considered to be a major source of student dissatisfaction--an interpretation reinforced by the results of a SUNY study of enrollees who failed to complete correspondence courses. In the SUNY study, the one main reason for non-completion mentioned most frequently involved the late return of corrected lessons.[6]

Table 13

"On the average, how long after submitting an assignment did it usually take to have it corrected and returned to you?"

Number of Days	Per Cent
7-10	45
14-20	32
21-27	5
28-34	7
35-41	3
42-48	1
49-55	0
56-62	2
63 or longer	5
Total	100

Communications Received

An effective Independent Study Program should include a concerted communications effort by the campus to supplement and

reinforce the relationship between instructor and student. Students were asked, therefore, to indicate how many communications--such as letters of encouragement and telephone calls--they received from the campus.

The results in Table 14 indicate that most campuses make only a minimal effort to communicate with correspondence students. A sizable majority (69%) of the students reported that no communications--excluding written assignments--were received from the campus. A frequency count of responses from each campus involved in the study is presented in Appendix Table 1.

Table 14

"Approximately how many communications--
do not count written assignments--
did you receive from the campus?"

Communications Received	Per Cent
None.....	69
1-2.....	20
3-4.....	8
5 or more.....	3
Total	100

Ratings Assigned to Campus Efforts

A majority (53%) of the students gave fair or poor ratings to the communications effort put forth by the campus (Table 15). Appreciable differences in the responses of men and women were observed in that women were considerably more critical of the efforts of the campus. A detailed analysis of the responses from each campus is found in Appendix Table 2.

The results shown in Table 15 are surprising because about two-thirds of the respondents (see Table 14) received no communications from the campus; it was expected that greater

dissatisfaction would be shown. The fact that these students successfully completed their work, however, probably influenced them to be less critical than if a negative experience had occured.

Table 15

"How would you rate the efforts of the campus to communicate with you?"

Rating Assigned	Total Respondents	Men	Women
	%	%	%
Excellent	24	34	19
Good	23	24	23
Fair	18	21	17
Poor	35	21	41
Totals	100	100	100

Suggestions for Improvement

Respondents were invited to list any changes which could be made in the Independent Study Program to provide an improved educational experience for the student. Of all respondents, 20 per cent did not make any comments; the remaining students made one or more suggestions. These suggestions were grouped into main themes listed below; to the right of each main theme is a figure indicating the number of times it was mentioned.

- -

The campus should give more attention to the student; more emphasis on communication is needed..... 10

Faster return of corrected lessons and examinations is needed..... 9

More independent study courses should be available..... 5

Amount of writing in preparing lessons should be reduced..... 5

The instructor should make a greater effort to communicate with the student..... 5

Every effort should be made to prevent "lost" lessons..... 4

Instructor should set aside several hours for face-to-face contact with each student..... 4

Faster delivery of course materials is needed..... 3

Instructors who are not qualified should not be allowed to teach..... 3

Opportunity should be provided to obtain a two-year and four-year degree by independent study alone..... 3

Use cassette tapes to supplement the study guide and textbook..... 3

Students should be given the instructor's telephone number for personal contact..... 2

Reduce the number of lessons included in the course..... 2

Better textbook is needed..... 2

An opportunity should be provided to discuss the course with other independent study students..... 2

Additional teacher certification courses should be made available..... 1

Course advertising needs to be improved..... 1

More thought-provoking questions should be included in the course..... 1

A term paper should be used instead of the final examination..... 1

A full sequence of courses should be offered at each campus..... 1

Physically handicapped students should be allowed to apply more correspondence courses toward a degree than other students..... 1

Make sure that the materials required are not out-of-print..... 1

It should be possible to purchase all of the necessary materials with the course..... 1

Examinations should be based entirely on the study guide and the textbook..... 1

Optional projects to provide additional experience should be included..... 1

Store the study guides and textbooks on campus to reduce the delivery time..... 1

Better study guide is needed..... 1

Students should be allowed to attend related courses on campus while engaged in correspondence study..... 1

The mid-term examination should be eliminated..... 1

The study guide and textbook should be more closely related..... 1

Assignments should be closely related to those found in courses on campus..... 1

A list of related paperback books should be made available..... 1

DISCUSSION

Why Were the Students Successful?

A majority of the students stated that they enrolled primarily to earn academic credit. Campus administrators should utilize knowledge of this kind when formulating letters and other

communications to motivate enrollees; an effort to motivate enrollees according to their expressed interest would seem to be an effective communications approach.

From the stated reasons for enrolling, however, only rough inferences can be made regarding the strength of motivation for completion.[7] It was decided, therefore, to include an open-end item in the questionnaire asking each student to give one main reason which would account for his successful completion of the course. This question had the effect of complimenting the student although it did invite a certain amount of rationalizing. In rank order, the following reasons for successful completion were given most frequently: (1) self-discipline; (2) perseverance; (3) interest in the subject matter; (4) instructor's efforts; and (5) planned objectives. Based on these reasons along with data presented earlier, several general impressions were formed which will be delineated in the following section.

Generalizing the Results

One gets the definite impression that, on the whole, the students held highly favorable attitudes toward their correspondence study experiences. It probably is quite valid to assume that the attitudes of this study's 90 respondents are fairly representative of the 134 SUNY students who have completed courses as of June 30, 1969. On the other hand, the reaction of these 90 respondents probably is not typical of the population of SUNY correspondence students who are currently studying or of those who have discontinued their work.

As previously mentioned, the views of this study's respondents probably were slanted toward the positive as a result of their successful experiences. This observation acquires additional meaning after examining the overall thrust of the data. The clear impression is created that these respondents are above average concerning the "success factors"; that is, they excel in regard to the following attributes: (1) self-discipline; (2) planned objectives; (3) motivation; and (4) interest in the course. In other words, this study's respondents possess certain qualities which enabled them to overcome obstacles that they encountered.

One could assume that other correspondence students may have a somewhat lower aptitude for independent study than successful students have. It might be speculated, therefore, that other students would express a more critical reaction regarding the sources of difficulty experienced by those in this study. The general population of correspondence students also could be expected to hold more critical attitudes toward the overall Independent Study Program.

END NOTES

1. Central Office for Continuing Education, "Why SUNY Students Fail to Complete Independent Study Courses," (State University of New York, 1969), p. 1.

2. Charles Hartsell, "Correspondence Dropouts: Why?", Adult Leadership (November, 1964), p. 156.

3. Central Office for Continuing Education, op. cit., pp. 4-5.

4. Grace M. Donehower, "Variables Associated With Correspondence Study Enrollments at the University of Nevada During 1963-65", (University of Nevada Unpublished Master's Thesis, 1968), p. 71.

5. Denver Sloan, Survey Study of Correspondence Dropouts and Cancellations, (University of Kentucky Extension Publication, 1965), pp. 11 and 14.

6. Central Office for Continuing Education, op. cit., p. 9.

7. Allen Tough, Why Adults Learn: A Study of the Major Reasons for Beginning and Continuing a Learning Project, (Ontario Institute for Studies in Education, 1969), pp. 56-57. Report can be obtained from the Eric Document Reproduction Service--Order Number ED-025-688.

A P P E N D I X A

Table 1

Frequency Count of Communications Received, Classified by Campus

	Total Respondents	Number of Communications Received			
		none	1-2	3-4	5 +
Albany	8	4	3	1	0
Alfred	4	3	1	0	0
Brockport	24	18	4	1	1
Canton	2	1	1	0	0
Farmingdale	7	6	0	0	1
Geneseo	4	1	1	2	0
H. V. C. C.	5	3	1	1	0
Nassau	17	13	3	1	0
Niagara	6	6	0	0	0
Orange	2	1	1	0	0
Oswego	6	2	3	1	0
Plattsburgh	2	2	0	0	0
Totals	87	60	18	7	2

Table 2

Frequency Count of Ratings Assigned to Communication Efforts of Campuses, Classified by Institution

	Total Respondents	Rating Assigned			
		Excellent	Good	Fair	Poor
Albany	8	1	4	1	2
Alfred	4	1	0	2	1
Brockport	22	2	8	4	8
Canton	2	1	0	0	1
Farmingdale	6	1	2	1	2
Geneseo	4	3	0	1	0
H. V. C. C.	5	2	0	1	2
Nassau	17	4	2	4	7
Niagara	6	0	1	1	4
Orange	2	1	1	0	0
Oswego	6	3	2	0	1
Plattsburgh	1	0	0	0	1
Totals	83	19	20	15	29

A P P E N D I X B

23

Please complete and return
by November 20, 1969.

Correspondence Study Survey

Place a check mark (X) on the line in front of the answer that applies; please answer all of the items.

1. Sex: _____ Male _____ Female

2. How old were you on your last birthday? _____ years.

3. What is the highest educational level you have attained?

_____ 8th grade
_____ High school
_____ One year of college
_____ Two years of college
_____ Four years of college
_____ One or more graduate courses

The questions which follow are to be answered in regard to one course only. Write the name and number of the course which you have completed on the line below (for example: Psychology 63); if you have completed several courses, select the one that you would prefer to use in answering the questions.

4. _____
(course name and number)

On the line below, please write the name of the campus through which this course was offered.

5. _____
(name of campus)

6. What is the one main reason that you enrolled in this course? From among the reasons listed below, please check only one answer.

____ Certification purposes
____ College credit needed
____ Cost (correspondence study costs less)
____ Improve my competence in my job, profession, or business
____ Some other reason (please specify below)

_____

_____

____ Repeat because of failure or low grade
____ Satisfy a college degree requirement
____ Self-improvement and general interest
____ Unable to take the course any other way
____ Suggested by faculty advisor

7. What is the one main reason which you feel serves to explain why you have been able to successfully complete this course? (Please comment below.)

_____

_____

_____

8. In regard to this course, how would you rate the effectiveness of the correspondence method of instruction?

_____ Excellent _____ Good _____ Fair _____ Poor

9. Please write the one main reason for your answer to item 8 on the following lines. _____

_____

_____

Appraisal of Course Content

10. How would you rate the effectiveness of the overall content of this course?

_____ Excellent _____ Good _____ Fair _____ Poor

11. How would you rate the effectiveness of the three kinds of written materials used for this course? Please answer by writing either Excellent; Good; Fair or Poor for each on the three lines below:

_____ Study Guide _____ Textbooks _____ Other Study Materials

12. Please comment on your answers to item 11. _____

_____

_____

13. In your opinion, what is the ideal number of supervised examinations which should be included in this course?

_____ One _____ Two _____ Three or more

14. In your judgment, was too much writing required in the preparation of assignments.

_____ No _____ Yes

15. Did the assignments include sufficient questions of a thought-provoking nature? (Rather than questions requiring transfer of answers from the textbook or reference sources.)

_____ No _____ Yes

Appraisal of Administrative Procedures

16. In your judgment, were you provided with sufficient information concerning the:

(a) Procedures to register for the course? _____ No _____ Yes

(b) Procedures for beginning the course? _____ No _____ Yes

17. Approximately how long--starting from the date of your initial enrollment--did it take to receive your course materials? _____ week(s).

18. On the average, how long after submitting an assignment did it usually take to have it corrected and returned to you? _____ week(s).

19. Were the suggestions and comments made by the instructor on the evaluated assignments of considerable help to you?

_____ No _____ Yes

20. On the whole, do you believe your assignments were fairly evaluated?

_____ No _____ Yes

21. Please write the one main reason for your answer to item 20 on the following lines. _____

_____

_____

22. Some campuses send letters of encouragement and make telephone calls to help motivate independent study students or to inform them of deadline dates, etc. Approximately how many communications of this type (do not count written assignments) did you receive from the campus?

_____ None _____ 1 to 2 _____ 3 to 4 _____ 5 or more

23. Regarding item 22, how would you rate the efforts of the campus to communicate with you?

_____ Excellent _____ Good _____ Fair _____ Poor

24. Are there any changes which could be made in the correspondence study program that would have produced an improved educational experience for you? If you have suggestions in **this** regard, please write them on the lines below. (Use the back of this page if necessary.)

_____

_____

_____

_____

_____

_____

_____

Thank you for your help.

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